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ABSTRACT

Recent changes in the structure of curriculum and the instructional system in Texas have required a major reorganization of teaching, evaluating, budgeting, and planning activities in the local education agencies, which has created the need for a database. The history of Richardson Instructional Management System (RIMS), its data processing significance, the design and current status of its development, and the management information system are covered in the narrative. Also included are facsimiles of RIMS menus. Instructional differences, reporting format, and requirements for evaluation and accreditation data are undergoing major revision, and procedures established to move the computerized system towards efficient and accurate data reporting are described. The online purchasing system, automated budgeting, online query, and reporting system are some of the applications. For faculty use, a criterion-referenced test correlated to the learner outcomes in each subject area had to be developed. Banks were purchased that matched curriculum but the extent of match between item content and instructional objectives was not always satisfactory. Revision is now in process, and expansion of the pilot to include all district schools in RIMS has begun. Other applications of the system are being considered. (DJR)

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RICHARDSON INSTRUCTIONAL MANAGEMENT SYSTEM (RIMS)

How to Blend a Computerized Objectives-Referenced Testing System, Distributive Data Processing, and Systemwide Evaluation

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Paper presented at the annual meeting of the American Educational Research Association in San Francisco, April 17, 1986.

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RICHARDSON INSTRUCTIONAL MANAGEMENT SYSTEM (RIMS)

How to Blend a Computerized Objectives-Referenced Testing System, Distributive Data Processing, and Systemwide Evaluation

The changes made in the structure of curriculum and the instructional system itself in the state of Texas in recent years have required a major reorganization of teaching, evaluation, budgeting, and planning activities in the local education agencies (LEAs). Teachers must follow an objectives-referenced instructional design, keyed to state-mandated lists in the basic skills subject areas. LEAs have taken these lists of required objectives, stated for the most part in very global terms, and broken them into measurable, discrete learning skills. Curriculum scope and sequence documents are then designed around these further delineated LEA lists of learner outcomes, and objectives- or criterion-referenced test (CRT) items have been bought or developed to measure the level of mastery of students receiving the instruction.

In addition to the instructional differences, the reporting format and requirements for evaluation and accreditation data are undergoing major revision. Program cost figures, mobility data, and numerous other types of planning and evaluation data are now required, and the list is changing weekly. These required data are definitely useful and desirable; but, not in all cases are they readily available or even moderately accessible. LEAs with extremely small enrollments may not have too difficult a time retrieving this information, due to their necessarily centralized administrative structure. Metropolitan districts with large data processing and evaluation shops may also not have an extremely difficult time supplying the required data.

The LEAs which have moderate enrollments generally have neither the full-time staff nor the reporting system or database required to retrieve at least some of the data without much reorganization and added paperwork in both administrative and instructional offices. The Richardson Independent School District (RISD) is a moderately sized LEA. This paper describes some of the procedures established during the 1985-1986 school year to move the system towards efficient and accurate data reporting, not just for the state but for local decisionmaking.

A Brief Historical Overview of RISD and its Data Processing Configuration

There are a total of 49 schools in RISD: 35 elementary, 10 junior highs, and four senior highs. Enrollment per grade level varies somewhat but averages approximately 2500 students. Total enrollment is currently approximately 33,300 students.

The district is subdivided administratively into four areas, corresponding to the four high school attendance areas. Each elementary school office is equipped with a TI microcomputer: 256K internal memory; 10-meg. internal half-high hard disk; one floppy disk drive; and an internal modem plus a communications board. There is also a TI-850 printer and an NCS-3000 scanner with autofeed hooked up to each microcomputer. The secondary school offices are equipped the same way except for the scanner, plus a similar TI-PC configuration in the counseling offices.

The campuses are tied in via the TI-PCs to a TI-990/12 minicomputer at the central administrative office, data processing (DP). The minicomputer has an external 80-meg. disk drive; a 16-meg. cartridge; and 1.5-meg. internal memory. It is also equipped with a 1600 bpi tape drive. There are 16 rack-mounted modems connected to an incoming rotary dialing mechanism. There are also 16 incoming telecable channels, connected to campuses in the Richardson city limits. The telephone lines operate at 1200 baud; the telecable lines, at 9600 baud.

The regional educational service center (RSC) has the mainframe, an IBM 3081/D. The campuses and administrative offices tie in with the mainframe through the minicomputer, for the on-line purchasing/payment control system, RAPS (Richardson Automated Purchasing System). RAPS also maintains the budget for all organizations. In addition to the automated budgeting system, there is an on-line query and reporting system which can access the mainframe payroll, personnel, and student files. Both of these systems accumulate thousands of CPUs in usage throughout the school year.

The administrative offices and the four high schools are also connected via Courier terminals on dedicated lines to a 3705 communications controller. The minicomputer is then connected to the 3705 via two local area data set (LADS) lines: one for batch communications (3780), and one for conversational tasks (3270). Using batch transfer software on the minicomputer, users may transfer files from their TI-PCs to the mainframe and vice-versa.

There is the ongoing need for better data for planning, evaluation, and decisionmaking, in terms of both quality and quantity. The DP staff at RISD consists of one administrative director and four data entry/technicians, responsible mostly for input of scheduling, payroll, and attendance data. Software development and central hardware maintenance is contracted out. The research and evaluation department consists of one administrative director and one secretary/specialist. Most analysis and software activities are contracted out, as is data reduction/collection in general. Although contracted services is a viable and sometimes preferred alternative, there is occasionally a lack of efficiency in obtaining timely data for evaluation and planning, due to turnaround. In addition, reporting needs are sometimes more tailored than the available documents can satisfy. Continuity and training of personnel in annual activities is also a problem.

The legislature of the state of Texas and the state department of education (TEA) have impacted critically the data needs in all districts. Grading and reporting, for example, now must reflect mastery level by "essential element": general statements of course content and instructional accountability, by grade level and subject area. As a result, some sort of CRT correlated to the stated learner outcomes in each subject area had to be

identified or developed -- for faculty to use in grading and for administration, in evaluation and decisionmaking.

Item Development: Design and Current Status

Initially, item pools and banks were reviewed for degree of curriculum match. Two or three banks were purchased. However, they have been subsequently described by instructional administrators as not as helpful as they had hoped: the extent of the match between item content and instructional objectives is not always satisfactory.

The first year of item development was devoted to mathematics; the ensuing years will see the addition of language arts, science, and social studies. Mathematics built on a portion of a previously developed item pool, from a regional cooperative effort. The missing but essential ingredient during the two years of development for mathematics (and one year for language arts) was a set of item specifications. The other three subject areas spent the 1985-1986 academic year developing and refining their item specifications; mathematics will produce theirs later this year and backtrack through the item pool to revise, as needed.

Items are to be produced for grades K - 12 in the four basic skills areas, beginning with eight items per "learner outcome" (lowest and most specific, most measurable level of statement of instructional objectives). The pool will increase to 15 - 20 items per objective in future years and be continuously monitored statistically (Rasch difficulties and discriminations; p-values; etc.), since the current plan is to load all items onto a minicomputer-based test generation system.

At present writing, mathematics has eight items per objective; language arts is piloting the last half of their item pool (eight items each) and analysis will occur over the summer months. Science and social studies will have joined language arts by the end of June in producing finished item specifications in notebook format, keyed to learner outcomes. Item writing will be contracted out for these last two subject areas, most likely after a one-year hiatus to refine the curriculum and item specifications.

The Management Information System: RIMS

Two years ago, a stand-alone microcomputer package developed by Gulf Educational Systems was purchased for a small instructional management system (IMS) pilot. In the following year, the developer was bought out by National Computer Systems (NCS). At the same time, there was a major reorganization of the research, testing, and evaluation office. All of the TEA-mandated and legislated reforms, local curriculum revision, statewide mastery test item tryout participation, RISD item pilots, resignation of the project director, etc. [ad ridiculosum] overshadowed the pilot.

A fresh start was made in May of 1985, when plans were begun which included expanding the pilot to all 35 elementary schools and designing a companion minicomputer database to serve program and systemwide evaluation needs. A COBOL-derivative language (System Z) was selected to establish the minicomputer database structure and develop the software. The initial plan identified six schools which would serve as the Phase I pilots for targeted first six-weeks installation of the NCS microcomputer software. The remaining 29 schools were divided into two additional phases, with all three phases completed by the end of the first semester. Inservice was conducted on the microcomputer IMS, as development of the minicomputer database began.

The implementation of the stand-alone microcomputer software was put on hold during the fall of the academic year. As development of the systemwide database continued, more and more of the campus functions were picked up by the minicomputer system. Finally, the minicomputer database supplanted the microcomputer system. At this writing, all 35 elementary schools are installed on RIMS (the minicomputer database). Some schools have been using RIMS since mid-October, 1985. Documentation manuals were developed and distributed to all campuses and administrative users and are kept up-to-date with database modifications (a.k.a. "growing pains").

Test data from the districtwide CRT is entered via scan sheets on NCS 3000 scanners, or keyboarded directly onto RIMS. The data is subjected to a series of quality control checks by the computer (valid coding, etc.) and then scored and posted. Student records rejected in either the scanning or scoring process are indicated, along with the reason for rejection, on printed audit trails for backup documentation. Valid scored records are posted to the mastery files. The scanning process is handled entirely on the microcomputer; all scoring and posting occurs on the minicomputer. One aspect of next year's system modification will be to back as many of the test data entry functions as possible back onto the microcomputer and then upload finished file modifications to the minicomputer (thus, returning to a truly distributive DP design).

Figure 1 displays the menus branching off the main sign-on menu in RIMS. The norm-referenced and state mandated criterion-referenced data is scheduled to be added during the summer before the beginning of the 1986-1987 academic year. The remediation and tutoring system is ready to be utilized at any time: techniques for remediation must be identified and loaded into the minicomputer and the increments of tutoring administered must be specified (e.g., hours, quarter-hours).

The System Print function allows users to concatenate print files for later batch printing (up to three days before they are automatically printed at DP); print the requested report immediately; or delete the print file without printing it. They may also print or delete accumulated print files from this menu. One of the advantages of this system for printing reports is that the users may "kill" a printout without killing the minicomputer operating system -- a common anomaly, due to the interface between System Z and DNOS. This system also allows for efficient use of time at the keyboard during the typically hectic school day: many reports can be requested and stockpiled rather than request, print, request, print, and so on.

FIGURE 1

*** RIMS *** RICHARDSON INSTRUCTIONAL MANAGEMENT SYSTEM Menu Chart

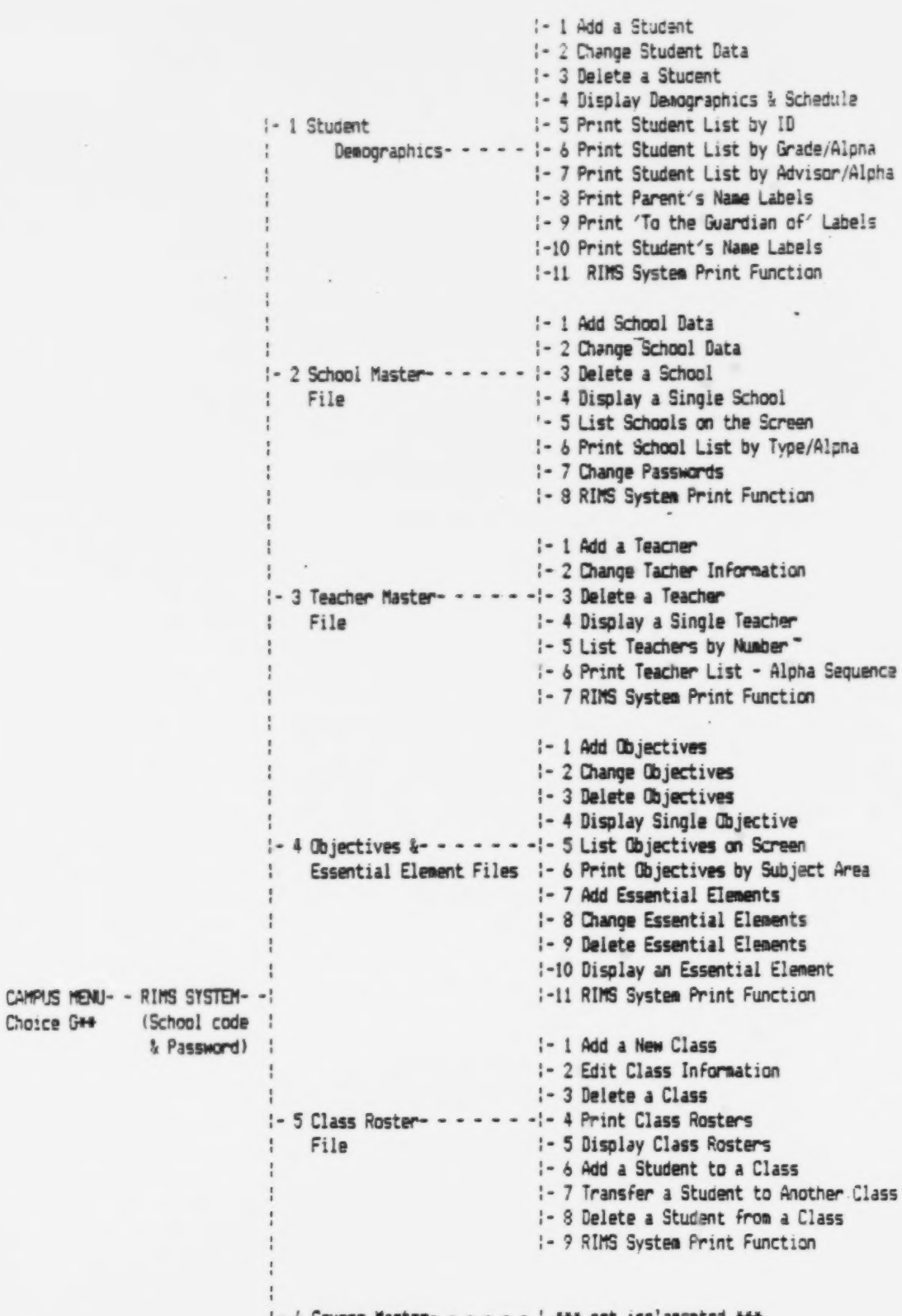
CAMPUS MENU-
Choice G**
RIMS SYSTEM-
(School code
& Password)
1 Student Demographics-
1 Add a Student
2 Change Student Data
3 Delete a Student
4 Display Demographics & Schedule
5 Print Student List by ID
6 Print Student List by Grade/Alpha
7 Print Student List by Advisor/Alpha
8 Print Parent's Name Labels
9 Print 'To the Guardian of' Labels
10 Print Student's Name Labels
11 RIMS System Print Function
2 School Master File
1 Add School Data
2 Change School Data
3 Delete a School
4 Display a Single School
5 List Schools on the Screen
6 Print School List by Type/Alpha
7 Change Passwords
8 RIMS System Print Function
3 Teacher Master File
1 Add a Teacher
2 Change Tacher Information
3 Delete a Teacher
4 Display a Single Teacher
5 List Teachers by Number
6 Print Teacher List - Alpha Sequence
7 RIMS System Print Function
4 Objectives & Essential Element Files
1 Add Objectives
2 Change Objectives
3 Delete Objectives
4 Display Single Objective
5 List Objectives on Screen
6 Print Objectives by Subject Area
7 Add Essential Elements
8 Change Essential Elements
9 Delete Essential Elements
10 Display an Essential Element
11 RIMS System Print Function
5 Class Roster File
1 Add a New Class
2 Edit Class Information
3 Delete a Class
4 Print Class Rosters
5 Display Class Rosters
6 Add a Student to a Class
7 Transfer a Student to Another Class
8 Delete a Student from a Class
9 RIMS System Print Function
6 Course Master
*** not implemented ***

FIGURE 1 (Continued)

7 Remediation Data & Reporting
1 Add Remediation Data
2 List Unposted Remediation Data
3 Change/Delete Unposted Remediation Data
4 Post Remediation Data to Master File
5 Reports Menu
1 Print Student's Report
2 Print Teacher's Report
3 Print Campus Report
4 Print District Report
5 RIMS System Print Function
8 Tutoring Techniques Master File
1 Add Tutoring Technique
2 Change Tutoring Technique
3 Delete Tutoring Technique
4 Display Tutoring Technique
5 Print Tutoring Techniques List
6 RIMS System Print Function
9 RAM Data & Reporting
1 Keyboard Data Entry Menu
1 Add New Test Answers Data
2 List Unposted Test Answers Data
3 Change/Delete Unposted Test Answers Data
4 Score & Post Test Answers to Master File
5 RIMS System Print Function
2 Upload & Score SCANNER Data
3 Display a Student's Mastery Data
4 Reports Menu
1 Individual Student
2 Teacher-Student/Objective
3 Teacher-Objective/Student
4 Mastery by Essential Elmt.
5 Non-Mastery Exceptions
6 Comprehensive Stud. Summ
7 Campus-Teacher/Objective
8 Campus-Objective/Teacher
9 District
10 RIMS System Print Function
5 Booklet Key File Maintenance Menu
6 Certify Mastery by Student
7 Certify Mastery by Objective
8 RIMS System Print Function
10 TEAMS / TABS *** not implemented ***
11 ITBS/CTBS *** not implemented ***

RIMS SYSTEM PRINT FUNCTION MENU

1 Print Current Report
2 Accumulate Current Report
3 Delete Current Report
4 Print Accumulated Reports
5 Delete Accumulated Reports

RIMS was designed for the TI/990 DNOS operating system. System Z, however, also runs on TI-PCs and IBM-PCs. It is a fairly easy task to download or upload the software, recompile the source listings under the new operating system, and adjust for any variations due to hardware changes. In fact, some of the software now running on the TI-990 was originally written on a Compaq-PC.

Organizations wishing to pursue distributive data processing among a mainframe, minicomputer, and microcomputer are wholeheartedly encouraged to engage a staff member or locate an independent jobber who is thoroughly versed in the esoterica of operating systems. The configuration and communications software supporting RIMS has shown to be at once the most subtle and deadly factor outside of user acceptance in the system's viability. Continuity is definitely the key in this issue.

In terms of user acceptance, hindsight is once again the most adept teacher. Inservice should be a priority, not just in terms of provided documentation, on-site troubleshooting and training, and large group reviews. A full-time troubleshooting person should be dedicated to the project, as well as part-time intermediary liaisons to field phone questions and route more serious difficulties to the proper agent. For a typical elementary school, there should be a half-time person devoted solely to IMS functions: scanning, data entry, queries, updates, report generation, and infusion of system revisions to users in the building. Without this dedicated system support, the implementation of a major database and reporting system is probably doomed from the outset.

Future Developments

The plans for the database and its application are currently in flux, since there are many unanswered but critical questions regarding grading and interpretation of mandated reforms. At present writing, RIMS will strengthen its teacher certification functions and options next year. Several data entry methods will be piloted in only eight schools; the remaining 27 elementaries will still be able to use the system, but inservice and piloting will be focused in this small subset.

Although the system currently accepts scanned or keyboarded test data, scores it, and posts it to the student mastery file, this aspect will not be emphasized next year. The teacher certification portion of the system is the crucial factor in allowing teachers sufficient flexibility to promote the use of RIMS. Current discussions pertaining to grading issues suggest that RIMS might eventually supplant grade books. The addition of computerized test generation with items keyed to the curriculum and tailored in difficulty level for the learners adds another dimension to the diagnostic/prescriptive facet of RIMS. In addition, one of the state requirements in the future will be a statistical correspondence between numerical grades assigned and scores on various tests (NRTs and CRTs). A database like RIMS seems the only answer to allowing for efficient retrieval of the data which appears to be rapidly becoming mandatory in Texas.

APPENDIX A

FACSIMILES OF RIMS MENUS

Richardson Instructional Management System

Data File Maintenance Menu

1 Student Demographics
2 School Master File
3 Teacher Master File
4 Objectives & Essential Elements Files
5 Class Roster File
6 Course Master File
7 Remediation Data & Reporting
8 Tutoring Techniques Master File
9 RAM Data & Reporting
10 TEAMS Data & Reporting
11 ITBS / CTBS Data & Reporting

MAIN MENU

Enter Your Selection :

(F8) EXIT to Campus Menu (F11) EXIT to RIMS Logon Screen

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System

Student Demographic File Maintenance -- Main Menu

1 Add a Student
2 Change Student Data
3 Delete a Student
4 Display Demographics & Schedule
5 Print Student List by ID
6 Print Student List by Grade / Alpha
7 Print Student List by Advisor / Alpha
8 Print Parent's Name Labels
9 Print 'To the Guardian of' Labels
10 Print Student's Name Labels
11 RIMS System Print Function

STUDENT DEMOGRAPHIC AND SCHEDULE MENU

Enter Your Selection :

(F8) EXIT toCampus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instyuctional Management Systea

School File Maintenance Program - Main Menu

1 Add School Data
2 Change School Data
3 Delete a School
4 Display a Single School
5 List Schools on the Screen
6 Print School List by Type / Alpha
7 Change Passwords
8 RIMS System Print Function

Enter Your Selection :

SCHOOL DATA MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System

Teacher File Maintenance Programs -- Main Menu

1 Add a Teacher
2 Change Teacher Information
3 Delete a Teacher
4 Display a Single Teacher
5 List Teachers by Number
6 Print Teacher List - Alpha sequence
7 RIMS System Print Function

Enter Your Selection :

TEACHER DATA MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System

Objectives & Essential Elements File Maintenance -- Main Menu

1 Add Objectives
2 Change Objectives
3 Delete Objectives
4 Display Single Objective
5 List Objectives on Screen
6 Print Objectives by Subject Area

7 Add Essential Elements
8 Change Essential Elements
9 Delete Essential Elements
10 Display an Essential Element

11 RIMS System Print Function

Enter Your Selection :

INSTRUCTIONAL OBJECTIVE AND ESSENTIAL ELEMENT MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System

Class Roster File Maintenance Programs -- Main Menu

1 Add a New Class
2 Edit Class Information
3 Delete a Class
4 Print Class Rosters
5 Display Class Rosters

6 Add a Student to a Class
7 Transfer a Student to Another Class
8 Delete a Student from a Class

9 RIMS System Print Function

Enter Your Selection :

CLASS ROSTER MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System

Remediation Data -- Main Menu

1 Add Remediation Data
2 List Unposted Remediation Data
3 Change / Delete Unposted Remediation Data
4 Post Remediation Data to Master File
5 Reports Menu

Enter Your Selection :

REMEDIATION DATA MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System
Tutoring Technique File Maintenance -- Main Menu

1 Add Tutoring Technique
2 Change Tutoring Technique
3 Delete Tutoring Technique
4 Display Tutoring Technique
5 Print Tutoring Techniques List
6 RIMS System Print Function

Enter Your Selection :

TUTORING DATA MENU

F8) EXIT to Campus Menu (F1) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System

RAM Test File Maintenance Programs -- Main Menu

1 Keyboard Data Entry Menu
2 Upload & Score SCANNER Data
3 Display a Student's Mastery Data
4 Reports Menu
5 Booklet Key File Maintenance Menu
6 Certify Mastery by Student
7 Certify Mastery by Objective
8 RIMS System Print Function

Enter Your Selection :

STUDENT MASTERY DATA MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System

Keyboard Data Entry Programs -- Main Menu

1 Add New Test Answers Data
2 Print Unposted Test Answers Data
3 Change / Delete Unposted Test Answers Data
4 Score & Post Test Answers to Master File
5 RIMS System Print Function

Enter Your Selection :

KEYBOARD DATA ENTRY MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management S(stem

RAM - Richardson Assessment of Mastery Report Menu

1 Print Student's Report
2 Print Teacher's Report - Student / Obj
3 Print Teacher's Report - Obj / Student
4 Print Mastery Summary by Essential Element
5 Print Non-Mastery Exception Report
6 Print Comprehensive Student Summary Report
7 Print Campus Report - Teacher / Obj
8 Print Campus Report - Obj / Teacher
9 Print District Report
10 RIMS System Print Function

Enter Your Selection :

MASTERY REPORTING MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

*** RIMS SYSTEM PRINT FUNCTION ***

-------- Current Report --------			-- Accumulated --	
Report ID	# Pages	Date Created	# Pages	Date
-empty-	0		0	

1 Print Current Report
2 Accumulate Current Report
3 Delete Current Report
4 Print Accumulated Reports
5 Delete Accumulated Reports

Enter Your Selection : 1

PRINT CONTROLLER MENU

(F11) Cancel Print and/or Exit

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

Richardson Instructional Management System

Booklet File Maintenance Programs -- Main Menu

1 Add New Booklet Keys
2 Change a Booklet Key
3 Delete a Booklet Key
4 Display a Booklet Key

Enter Your Selection:

MASTERY TEST BOOKLET MAINTENANCE MENU

(F8) EXIT to Campus Menu (F11) EXIT to Previous Menu

Onln DCD:1 DSR:1 Comm:Rdy Aux:Rdy 911

APPENDIX B

SAMPLES OF RIMS MASTERY REPORTS

OPTION 1

12/13/85 Richardson Instructional Management System Page 1
Central Administration

Mastery Status Report - Individual Student

Student Name	Student #	Grade	Advisor
ERICK V. SCHNITT	000001	1	Susan J. Whitmore

SUBJECT AREA: 2 Mathematics

Objective Code	Description	Ess. Elem.	Status	% Correct
02.01.01.01.01	Construct equivalent sets	1	C	100
02.01.01.01.02	Identify empty set	1	C	100
02.01.01.01.04	Identify number, 10-100	1	N	25
02.01.01.01.05	Grouping by 10's and 1's	1	N	0
02.01.01.01.06	Digit value-2 digit no.	1	N	25
02.01.01.01.07	Largest or smallest no.	1	N	50
02.01.01.01.08	Next no. in a sequence	1	N	25
02.01.01.01.09	Missing mult. of 5, 10	1	N	25
02.01.01.01.10	First through fifth obj.	1	C	100
02.01.01.01.11	1 more or less than no.	1	N	25
02.01.01.01.14	Order objects by size	7	N	0
02.01.01	Total for this TPO		3 of 11	43
02.01	Total for this PG		3 of 11	43
02.09.01.01.01	Add. fact for picture	3	N	25
02.09.01	Total for this TPO		0 of 1	25
02.09	Total for this PG		0 of 1	25
TOTAL SUBJECT			3 of 12	42
TOTAL STUDENT			3 of 12	42

OPTION 2

12/13/85 Richardson Instructional Management System Page 1
Central Administration

Mastery Status Report - Individual Teacher
By Student within Objective Code

Teacher # 989 Period 1 FRIEDA GOOLAGONG

SUBJECT AREA: 2 Mathematics

Student #	Name	Status	% Correct	
OBJECTIVE: 02.01.01.02.04	Sequence of mult. of 2		ESS.ELEM.	1
000213	BUTCH G. CASSIDY	Y	75	
000104	HOTT DAWG	C	100	
000102	FREDDY FINKELDING	C	100	
000101	LINDA N. NONOMSENSE	N	50	
Total Objective		3 of 4	81	
OBJECTIVE: 02.01.01.02.05	Ordinal nos. 6th - 10th		ESS.ELEM.	1
000213	BUTCH G. CASSIDY	N	50	
000102	FREDDY FINKELDING	Y	100	
000101	LINDA N. NONOMSENSE	Y		
Total Objective				
OBJECTIVE: 02.01.07 [illegible]			ESS.ELEM.	3
		C	100	
		1 of 1	100	
	Use +, -, = in no. sent.		ESS.ELEM.	3
[illegible]	G. CASSIDY	Y	100	
	FREDDY FINKELDING	Y	75	
000101	LINDA N. NONOMSENSE	Y	75	
Total Objective		3 of 3	83	
OBJECTIVE: 02.09.02.02.03	Use =, gr./less than sym.		ESS.ELEM.	3
000102	FREDDY FINKELDING	C	100	
Total Objective		1 of 1	100	
TOTAL SUBJECT		17 of 19	91	
TOTAL TEACHER		17 of 19	91	

OPTION 3

12/13/85 Richardson Instructional Management System Page 1
Central Administration

Mastery Status Report - Individual Teacher
By Objective Code within Student

Teacher # 989 Period 1 FRIEDA GOOLAGONG

SUBJECT AREA: 2 Mathematics

Student #	Name	Objective Code	Ess. Elem.	Status	% Correct
000213	BUTCH G. CASSIDY	02.01.01.02.04	1	Y	75
		02.01.01.02.05	1	N	50
		02.09.02.02.02	3	Y	100
Total Student				2 of 3	75
000104	HOTT DAWG	02.01.01.02.04	1	C	100
		02.08.01.02.01	4	C	100
Total Student				2 of 2	100
000102	FREDDY FINKELDING	02.01.01.02.04	1	C	100
		02.01.01.02.05	1	Y	100
		02.03.01.02.01	2	C	100
		02.03.01.02.04	2	C	100
		02.03.02.02.01	2	C	100
		02.09.01.02.01	3	C	100
		02.09.01.02.02	3	C	100
		02.09.02.02.01	3	C	100
		02.09.02.02.02	3	Y	75
		02.09.02.02.03	3	C	100
Total Student				10 of 10	98
000103	JESSE INTOIT	02.01.02.02.01	1	C	100
Total Student				1 of 1	100
000101	LINDA N. NONONSENSE	02.01.01.02.04	1	N	50
		02.01.01.02.05	1	Y	100
		02.09.02.02.02	3	Y	75
Total Student				2 of 3	75
TOTAL SUBJECT				17 of 19	91
TOTAL TEACHER				17 of 19	91

OPTION 4

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Mastery Summary by Essential Element

SUBJECT 2 Mathematics

TEACHER 999 Susan J. Whitmore
PERIOD 1 ELEMENTARY MATH - A

Student #	Name	Essential Element 1	2	3	4	5	6	7	8	9	10
000014	NISTER CLEENE	M									
000003	FREDDY FENDER	-			M						
000011	FREDDY GUMBY	M									
000017	APPRICOT C. MOUSSE	-									
000015	NICHAN R. MOUSSE	-									
000005	RUSTY NAILE	M		M	M		M	M			
000007	PENELOPE P. PITSTOP	-									
000002	SUST Q. QUEUE	M			M	M					

Ess. Elem.	Description
01	Numeration and Place Value
02	Basic Operations and Properties
03	Problem Solving
04	Measurement
05	Geometry
06	Coordinate Graphs
07	Probability and Statistics

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OPTION 5

Non-Mastery Exception Report

SUBJECT 2 Mathematics

TEACHER 999 Susan J. Whitmore
PERIOD 2 ELEMENTARY MATH - B

Student #	Name	Objective Code	% Correct
000014	MISTER CLEENE	02.01.01.01.01	25
		02.01.01.01.04	25
		02.01.01.01.05	25
		02.01.01.01.06	0
		02.01.01.01.08	25
		02.01.01.01.09	25
		02.01.01.01.10	25
		02.01.01.01.11	25
		02.01.01.01.14	25
000003	FREDDY FENDER	02.01.01.01.02	0
		02.01.01.01.10	25
000012	POKEY GUMBY	02.01.01.01.01	0
		02.01.01.01.10	50
000004	SAMMY LOPEZ	02.01.01.01.01	25
		02.01.01.01.02	0
		02.01.01.01.10	25
000001	ERICK V. SCHMITT	02.01.01.01.04	25
		02.01.01.01.05	0
		02.01.01.01.06	25
		02.01.01.01.07	50
		02.01.01.01.08	25
		02.01.01.01.09	25
		02.01.01.01.11	25
		02.01.01.01.14	0
		02.09.01.01.01	25
000016	ROCKY T. SQUIRREL	02.01.01.01.04	25
		02.01.01.01.05	25
		02.01.01.01.06	0
		02.01.01.01.07	25
		02.01.01.01.08	0
		02.01.01.01.09	50
		02.01.01.01.11	25
		02.01.01.01.14	0
		02.09.01.01.01	25

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Comprehensive Student Summary Report

SUBJECT 2 Mathematics All Dates

TEACHER 989 FRIEDA GOOLAGONG
PERIOD 1 EARLY MORNING MATH

OBJECTIVE CODE DESCRIPTION

Ess. Elem: 1 Numeration and Place Value
02.01.01.02.04 Identify no. in seq. of multiples of 2 less than
02.01.01.02.05 Identify 6th through 10th object in row
02.01.02.02.01 Identify fraction from model, denom. 2, 3, 4

Ess. Elem: 2 Basic Operations and Properties
02.03.01.02.01 Add 2 numbers - sums to 18
02.03.01.02.04 Add 2 numbers less than 100 - regrouping required
02.03.02.02.01 Subtract 2 numbers, 0 - 18

Ess. Elem: 3 Problem Solving
02.09.01.02.01 Ident. add. or subt. fact to describe picture
02.09.01.02.02 Solve word prob. add./subt. facts to 18
02.09.02.02.01 Identify symbols, plus, minus, equals, gr. than,
02.09.02.02.02 Use symbols - plus, minus, equals - in no. sentence
02.09.02.02.03 Use symbols - gr. than, less than, equals - in no.

Ess. Elem: 4 Measurement
02.08.01.02.01 Find value of coins to $1.00

OPTION 6

12/12/85 Richardson Instructional Management System Page 2
Central Administration

Comprehensive Student Summary Report

SUBJECT 2 Mathematics All Dates

TEACHER 989 FRIEDA GOOLAGONG
PERIOD 1 EARLY MORNING MATH

	SUBJECT	02	02	02	02	02	02	02	02	02	02	02
	PROG. GOAL	01	01	01	03	03	03	09	09	09	09	08
	T.P.O.	01	01	02	01	01	02	01	01	02	02	01
	GRADE	02	02	02	02	02	02	02	02	02	02	02
STUDENT	OBJECTIVE	04	05	01	01	04	01	01	02	01	02	03	01
BUTCH G. CASSIDY		M1	-1								M1		
MOTT DANG		C											C
FREDDY FINKELDING		C2	M1		C	C	C	C	C	C	M	C	
JESSE INTOIT				C									
LINDA N. NONSENSE		-1	M1								M1		

OPTION 7

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Central Administration

Mastery Status Report - Campus Report
By Teacher within Objective Code

SUBJECT AREA: 2 Mathematics GRADE: 01

Teacher	# Tested	% Mastering	% NOT Mastering
OBJECTIVE: 02.01.01.01.01 Construct equivalent sets			ESS.ELEM. 1
Johnny C. Lately	5	100	0
Susan J. Whitmore	11	45	55
TOTAL OBJECTIVE		62	38
OBJECTIVE: 02.01.01.01.02 Identify empty set			
Johnny C. Lately	5		
Susan J. Whitmore			
TOTAL OBJECTIVE			
OBJECTIVE: 02.01.01.[illegible]			0
Johnny [illegible]		[illegible]	0
[illegible]		75	25
		75	25
OBJECTIVE: 02.10.01.01.01 Classify objects			ESS.ELEM. 7
Johnny C. Lately	1	100	0
Susan J. Whitmore	1	100	0
TOTAL OBJECTIVE		100	0
TOTAL TPO		100	0
TOTAL PG		100	0
TOTAL GRADE		50	50
TOTAL SUBJECT		50	50
TOTAL SCHOOL		50	50

OPTION 8

Mastery Status Report - Campus Report
By Objective Code within Teacher

SUBJECT AREA: 2 Mathematics GRADE: 01

Teacher	Objective Code	# Tested	% Mastering	% NOT Mastering
Johnny C. Lately	02.01.01.01.01	5	100	0
	02.01.01.01.02	5	100	0
	02.01.01.01.03	2	100	0
	02.01.01.01.04	2	100	0
	02.01.01.01.07	1	100	0
	02.01.01.01.08	1	100	0
	02.01.01.01.09	1	100	0
	02.01.01.01.10	5	100	0
	02.01.01.01.11	1	100	0
	02.01.01.01.12	1	100	0
	02.01.01.01.13	1	100	0
	02.02.01.01.01	1	100	0
	02.08.01.01.01	2	100	0
	02.08.01.01.02	1	100	0
	02.09.01.01.01	1	100	0
	02.09.01.01.02	1	100	0
	02.09.01.01.03	1	100	0
	02.09.01.01.04	1	100	0
	02.10.01.01.01	1	100	0
TOTAL TEACHER			100	0
Susan J. Whitmore	02.01.01.01.01	11	45	55
	02.01.01.01.02	11	45	[illegible]
	02.01.01.01.03	2	[illegible]	
	02.01.01.01.04	11		
	02.01.01.01.05			
	02.01.01 [illegible]			
	[illegible]			
	[illegible].01.01.04	1	100	0
	02.10.01.01.01	1	100	0
TOTAL TEACHER			38	62
TOTAL GRADE			50	50
TOTAL SUBJECT			50	50
TOTAL SCHOOL			50	50